

Extended School Year Criteria

School districts provide extended school year (ESY) services for students with disabilities who qualify for such services. The ESY program for eligible students must meet the requirements of Free and Appropriate Public Education (FAPE). The student's educational program is based on individual needs and is not determined by what programs are readily available within the district. Please refer to the Idaho Special Education Manual Chapter 4, Section 2(F)(4) for additional information.

The goal of ESY services is to assist students with disabilities with the emergence and maintenance of specific Individualized Education Program (IEP) goals addressed during the year preceding the ESY. These may include goals related to independence, behavior, socialization, communication, and academics. The ESY services for special education students provide a different focus from general summer school programs.

ESY services are considered in light of the totality of the student's circumstances, including the following:

1. **Emerging skill:** Few, if any, gains are made during the regular school year. A skill is in the process of emerging, and the IEP team believes that with ESY services the student would make reasonable gains; or
2. **Regression-Recoupment:** The student would regress to such an extent and the amount of time required to relearn a skill or behavior becomes so significant that the student would be unable to benefit from his or her special education; or
3. **Self-sufficiency:** An interruption in services would threaten the acquisition of the critical life skills that affect the student's reliance on caretakers, including institutional care. Skills may include such things as toileting, feeding, mobility, communication, dressing, self-help, and social/emotional functioning.

Decisions for ESY services shall be based on **data collection** and **written documentation**. Types of data to be considered may include, but are not limited to the following:

- **Criterion-referenced test data:** Daily/weekly probes or pretest/post test data.
- **Norm-referenced test data:** Pretest/post-test data.
- **Anecdotal records:** Information collected throughout the year.
- **Physical, mental, or emotional health factors:** The educational, medical, and psychological records of the student as well as the prognosis or judgment of educators, medical personnel, parents, and others that work with the student. Consider degenerative types of difficulties that may become intensified during breaks in educational programming.
- **History:** Evidence of past regression or past ESY services.
- **Data on observed performance:** Data maintained on the student concerning performance observed in the classroom, during community-based activities, and as part of IEP/ IFSP progress monitoring.
- **Teacher interviews and recommendations:** Progress reports by teachers, therapists, and others who have direct contact with the student before and after breaks in educational programming.
- **Parent input:** Parent observations of the student as well as parent request for ESY services.